

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

_____ 1 Elementary schools (includes K-8)
 _____ Middle/Junior high schools
 _____ 1 High schools
 _____ K-12 schools
 _____ **2 TOTAL**

2. District Per Pupil Expenditure: 6988

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 11 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	27	28	55
K	24	29	53	7			0
1	28	24	52	8			0
2	26	17	43	9			0
3	27	33	60	10			0
4	35	28	63	11			0
5	33	21	54	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							380

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
96 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 24 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	78
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	98
(3)	Total of all transferred students [sum of rows (1) and (2)].	176
(4)	Total number of students in the school as of October 1.	739
(5)	Total transferred students in row (3) divided by total students in row (4).	0.238
(6)	Amount in row (5) multiplied by 100.	23.816

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 248

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 61

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>36</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	97%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	3%	3%	7%	0%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Salem Elementary School is located in Salem, Arkansas, which is in Fulton County in the northcentral part of the state. This area is often described as being part of the scenic foothills of the Ozark Mountains. It is a rural community with many small farms located throughout the area. The agrarian lifestyle is a strong part of the culture in the community. The community has always placed a large emphasis on the importance of a good education. The school district has enjoyed a tremendous amount of community support regarding the educational focus of the young children in our district.

Salem Elementary School is part of the Salem School District, which is comprised of the K-6 elementary building and a 7-12 high school. The existing high school was built in 1970, and the current elementary building was built in 1993. Even though the district enrollment is usually around 730, Salem is the largest school district in Fulton County. The school district can also be described as one of the largest employers in the county.

The majority of our student population lives in a rural setting. There is very little industry in the area. Job opportunities, other than farm-related, are not very numerous. In the elementary school, the free and reduced percentages are usually in the lower sixty percent range. Our area also has a high mobility rate with many students coming into and out of our district throughout the school year. Regardless, our students do not let any "stigmas" affect their willingness to learn and be successful.

The Salem School District has received recognition recently for its commitment to providing a quality education in a small, rural community. The district received the Golden Apple Award in 2004, 2005, and 2006. The Golden Apple Award was an award that recognized the top ten districts in the state of Arkansas based upon the results of the state exams in grades three and up. This award was given only during the 2004-2007 school years. Salem Elementary has also been recognized three times by the National Center for Educational Achievement's *Just for the Kids Campaign*. The most recent recognition was as a 2009 Higher Performing School.

The first sentence of our school's mission statement has the following: "It is the mission of Salem Elementary School to educate all students in a safe environment." Every staff member truly believes that every student, regardless of socio economic status, has the right to a successful educational experience in a safe and caring environment. We have high expectations for every student. We believe that all students and staff members are part of a school family, and that family is based upon strong relationships. By developing this family culture at our school, our students become successful academically and succeed later in life as a person and as a productive citizen.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Arkansas Department Education mandates that grades 3-6 take the Augmented Benchmark Exams, which are a combination of CRT and NRT test items. Each of the grades, 3-6, take a literacy and mathematics portion of the exam. The only exception is in the 5th grade, which participates in a science exam, also. Grades 1 and 2 take the SAT 10 norm-referenced exam. Kindergarten takes the Qualls Early Learning Inventory in the fall and the MAT 8 in the spring. Testing information regarding administration dates and types of exams can be found at the following website: <http://arkansased.org>.

On the Benchmark exams, students will fall into one of four categories. They will score either Below Basic, Basic, Proficient, or Advanced. To meet Adequate Yearly Progress (AYP), a certain percentage of students must score at a proficient or advanced level. Students failing to score proficient or advanced have to receive some form of remediation during the school year. Salem Elementary has met AYP each year since the No Child Left Behind legislation has been in place.

On the 2009 Benchmark exams, 96% of our 3rd grade students scored proficient or advanced in mathematics and 82% scored proficient or advanced in literacy. In 4th grade, 90% scored proficient or advanced in mathematics and 80% scored proficient or advanced in literacy. In 5th grade, 96% scored proficient or advanced in mathematics and 81% scored proficient or advanced in literacy. In 6th grade, 98% scored proficient or advanced in mathematics and 88% scored proficient or advanced in literacy.

One of our biggest disparities in our testing results is related to the economically disadvantaged subgroup. About 65% of our students receive free or reduced lunches. There is a noticeable gap in testing results, depending upon the make-up of each particular grade level. There was an average gap of 2% in mathematics and an average gap of 6% in literacy on the 2009 Benchmark exams in grades 3-6. This has been a primary focus for our school, and our goal is to keep that gap as small as possible each year.

Another area of focus for our school has been the number of students scoring advanced on the Benchmark exams. Sixty-eight percent of the combined population of our students in grades 3-6 scored advanced in mathematics on the 2009 Benchmark exams. Forty-three percent of the combined population of our students in grades 3-6 scored advanced in literacy.

2. **Using Assessment Results:**

Test score results are received during the summer months. Teachers are immediately notified by the administration so they will be able to look over classroom results. During the back-to-school staff development, teachers are given time to break down and disaggregate the data by building, grade level, classroom, and student. We compare each grade level horizontally and vertically. By looking at the grade level year by year, we analyze the effectiveness of our curriculum in that particular grade level. By looking at the students as they progress through the ascending grade levels, we look at the strengths and weaknesses of those particular students.

Each year we break down the results by the different math, reading, and writing strands. We try to look for trends in terms of which strands give our students the most difficulty. We look at the released items provided by the state. We compare the multiple-choice item results to the open-response item results. We try to identify exact questions that our students struggled on and discuss possible reasons and solutions.

The teachers are also given time by grade level and individually to discuss the following: Did my students show growth? Did my grade level show growth? What are my classroom's weak areas? What are my grade

level's weak areas? How does our school's results compare to other schools in our educational cooperative and in our state? What is my personal goal for the next school year?

Finally, we look at each individual student's results. Did that student grow? It is always possible for a child scoring Basic to grow more than a child that scored Advanced. Teachers are encouraged to look at that individual growth, regardless of the student's test score category.

3. Communicating Assessment Results:

Salem Elementary begins each school with an Open House for parents. The school's overall results are given to the public in paper format. The individual student's results are given out to the parents during the first Parent/Teacher Conference night in October. This night is used so that teachers will have enough individual time with the parents to explain the test results and what the results mean for their child.

In the fall, a public meeting is held for the community and school board. Test results are covered in detail during that meeting along with the future goals of our building and district as a whole. Individuals in attendance are given the opportunity for discussion and explanation of all assessment results.

Each year our results are published in the local newspaper and broadcasted on the local radio station. Both have always supported the school and have done a great job keeping our community up-to-date and informed. They have also done a very good job covering the academic awards that our school has received in recent years.

Our school website has a link for parents that provides them assessment information so they will be able to know how we compare to other schools and the state. The *Little Hound Herald* is a parent news letter that is used to share information with parents about our school. Every quarter, the parents and students attend an awards program called the *Renaissance Program*. During the program individual students and the school as a whole are recognized for academic achievements.

4. Sharing Success:

Our region has an educational cooperative with seventeen member schools. Collaborative professional development occurs during the school year and during the summer for teachers and administrators. Strengths of our area wide schools are often discussed and shared as member schools work to increase their achievement. Salem has also conducted staff development opportunities where other districts have been able to come to our campus and participate. There was considerable discussion and interaction that benefitted all of the staff members of the participating districts.

Many schools have contacted Salem Elementary to discuss our curriculum and instructional practices that have contributed to our success. Some schools have sent visiting teams to tour our building and look at our school in person.

Salem Elementary has students from local colleges who visit and observe our teachers. There has been an increasing demand for students wanting to be placed in our building for their practice teaching experience. Currently, students conduct introductory teaching observations from Arkansas Tech University, Arkansas State University, and Missouri State University. Each year, Salem hosts student teachers from these universities as well.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Salem Elementary School is structured around the state and national frameworks. The teachers at Salem Elementary School dedicate a lot of time reviewing the Arkansas Frameworks and making sure those frameworks are embedded in their curriculum and instruction.

The reading curriculum begins in the early grades with a balance of phonics and whole language instruction. Kindergarten and first grade classrooms currently use the Saxon Phonics Program. Grades two through six use a basal. The Accelerated Reader Program is also an integral part of the reading program, kindergarten through sixth grade. The library has an open door policy for checkouts. It has over 16,000 books for students to checkout with an average checkout rate of 500 books a day. Students also go to the library at least once a week for instruction on the use of the library, traditional reference materials, and modern electronic reference and research methods using the Internet.

The English, spelling, and writing curriculums are integrated. Writing is emphasized at every grade level. The Step Up To Writing Program has been in place for several years. It is a color-coded program that provides memory cues to help students with the structure of a paragraph. English instruction includes a basal and the Shurley Method at certain grade levels. Spelling is usually embedded within the reading instruction, with spelling lists coming from the stories being read.

The mathematics curriculum consists of the Saxon Math Program in every grade level, kindergarten through sixth grade. Students in grades three, four, five, and six have a textbook. Kindergarten, first, and second grades have consumable paper copies. Each copy has a side A for school practice and a side B for practice at home. The lower grade levels participate in a math meeting each morning.

The social studies curriculum is centered around a basal from the Harcourt series. Units of study include the following: *Our World Now and Long Ago* in kindergarten; *A Child's View* in first grade; *The People We Know* in second grade; *Our Communities* in third grade; *States and Regions* in fourth grade; *U.S. Making a New Nation* in fifth grade; and *U.S. Civil War to Present* in sixth grade.

The science and health curriculum is centered around a basal from the Harcourt series. Every grade level has three units: Life Science, Earth Science, and Physical Science. Topics within those units are based upon the appropriate grade level material. Salem Elementary has also partnered with the County Extension Office to help with our science and health curriculums. Representatives from that office come into our school and conduct classes ranging from healthy eating to planting a garden. The extension office used a grant to actually construct six garden sites for the third grade students. The extension office also allows our school to host the *Body Walk* every three years. The *Body Walk* is a very large tent that has interior compartments simulating the human body. The extension office and local volunteers help with each individual compartment of the *Body Walk*.

Students at Salem Elementary receive eighty minutes of physical education each week with a certified PE teacher. In addition, every student receives an average of thirty minutes of physical activity during recess periods each day. PE lessons are based upon the frameworks and include a wide range of activities and sports. Students are also eligible to try and qualify for the Presidential Fitness Award each year. Last year (2009), approximately sixty students received the Presidential Fitness Award medallion.

Salem Elementary students receive forty minutes of art and forty minutes of music each week by certified art and music teachers. Both art and music have curriculums that follow the state frameworks. Sixth grade students also have the opportunity to join beginning band.

All of the students at Salem Elementary attend regular counseling classes conducted by a certified counselor. Those classes are structured around character education and drug awareness and prevention.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Every grade level, with the exception of kindergarten, does have a basal that is used for reading instruction. They are the traditional type of basals that emphasize certain reading skills in each story, followed by a unit assessment. Kindergarten and first grade also use the Saxon Phonics Program that has provided a balanced approach for our students who are learning to read. However, the strength of the reading instruction in our building has been the use of the Accelerated Reader Program. Students, K-6, check out books on the reading level that allows them to be successful, read the books, and then take a computerized assessment that gives them immediate feedback. This allows the teacher to see very quickly if a student is comprehending the story or not. Unlike the grade level basal, every student, whether they are in special education or in gifted and talented, is reading on an individualized level. We have implemented an award system in the building that acknowledges students by the amount of words they read. It begins with a 5000 word wall in kindergarten and builds to a millionaire club in 6th grade. Although any student at any grade level can be a millionaire, we have had students in grades one through six make the millionaire club in past years. Some students have achieved multiple millions in a single school year. Last year alone, the students read 63,458 books and 236,889,164 words. There were 111 millionaires during the 2008-2009 school year.

3. Additional Curriculum Area:

One of Salem Elementary's strengths in curriculum has been the use of the Saxon Math Program for several years. Saxon can be described as a "spiraling" curriculum. For example, traditional basals may have one chapter on addition, one chapter on subtraction. Saxon incorporates multiple skills in each lesson throughout the entire year. Once a student is exposed to a new concept, he will see that concept in each lesson for the rest of the school year. The repetition prevents the students from losing that skill.

Criticisms of the program from outsiders have been the lack of enough initial practice. The company has since provided additional resources for extra practice for every grade level. Salem Elementary teachers have also been very successful in adjusting the curriculum as needed to provide additional practice by using supplemental materials when necessary. Salem Elementary teachers have also done an exceptional job adjusting the curriculum to make sure essential skills are covered by Benchmark testing in April.

Saxon emphasizes critical thinking and incorporates many reading problems in each lesson. This has helped our students to score very well on the Benchmark exams which places an emphasis on problem solving. An average of 68% of the combined population of students in grades 3-6 were advanced on the 2009 Benchmark exams.

Salem teachers have also been using STAR Math as a assessment tool to determine grade level and progress throughout the school year. Students take a brief computerized test, and the teacher can look at the results to get a quick check of the students current level of achievement.

4. Instructional Methods:

Before the school year begins, much time is spent looking at each individual student's assessment results so that teachers can make an initial plan to ensure each student succeeds in their classroom. Remediation and after school tutoring opportunities are provided for students that need help in certain subject areas or skills. For example, at least seventeen of our teachers are providing tutoring one or two days a week after school during the 2010 school year. The tutoring groups are purposely kept very small and are intended to provide individual attention to students that can't normally occur in the regular classroom setting.

At the beginning of the school year, special education teachers meet with regular classroom teachers to go over the IEP's and to make sure those students' needs are being met. Collaboration also occurs during the midterm when grades are sent home to parents to see if any adjustment in instruction needs to be made. At the end of the school year, regular classroom teachers and special education teachers meet to discuss students that may be at risk for the next school year, and what actions need to be in place to help those students succeed.

All teachers have access to assessment tools that can be used to monitor student progress throughout the school year. STAR Reading and STAR Math can be used at any time to provide instant feedback on an individual student's progress, which can be used to adjust an individual student's program. For example, a student's STAR Reading level will help determine the grade level of Accelerated Reader books that student is reading. This helps ensure the student is reading on a level that will allow him or her to be successful.

5. Professional Development:

Our state has certain minimal professional development requirements for teachers and administrators to meet each school year. Arkansas law requires at least sixty hours of professional development every year. Of that sixty, two have to be related to parental involvement, six related to integrated technology, and two related to Arkansas History.

Teachers have been able to receive approximately thirty hours each year on campus. Salem Elementary provides staff development days preceding the beginning of the school year. These days include classroom management, discipline in the classroom, improving school climate, test score analysis, and the specialty hours required by the Arkansas Department of Education.

Teachers have options in regards to the other thirty hours. Some take college courses and some attend workshops at the educational cooperative. Another option is on-line staff development. Salem Schools has always supported staff members that like to exceed the minimal sixty hours.

Last school year for the first time, a motivational speaker was hired to come into the school the week before the year started. Last year's topic was related to classroom procedures, and the speaker did an exceptional job. A neighboring district was also invited to attend, which allowed teachers from both districts to spend the day together. This is not normally possible. The hope is to continue this practice in the future.

6. School Leadership:

Salem Elementary is the only elementary school in the Salem School District. There are approximately 400 students so there is only one building administrator or principal. There is a superintendent in the central office, and there is a five-member board that meets once a month. The principal answers directly to the superintendent.

Our district has the luxury of having all buildings, elementary and high school, on the same campus. This makes it possible for the principals and the superintendent to communicate easily. The superintendent visits each campus on a daily basis and tries to stay connected to the staff and to the students. Meetings involving both principals and the superintendent to discuss educational issues are very common.

The role of the principal varies from disciplinarian to curriculum and instruction, and to building maintenance. However, the school climate has always been one of cooperation and open discussion among staff members and administration. The principal does provide weekly contact through a newsletter that discusses current events, policies, and any educational issues relevant to the Salem Elementary staff. The superintendent often uses newsletters in an e-mail format to communicate with the whole district. The administrative goal has always been to hire the best people, give them the tools and resources they need, and let them teach.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Test: Arkansas Comprehensive Testing, Assessment, and Accountability
 3 Program/ACTAAP Arkansas Augmented Benchmark Examination

Edition/Publication Publisher: Harcourt Assessment
 Year: 2008

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	90	86	80	89
% Advanced	73	55	58	51	31
Number of students tested	60	55	52	55	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	87	87	75	88
% Advanced	66	42	58	39	26
Number of students tested	41	31	38	33	34
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: Arkansas Comprehensive Testing, Assessment, and Accountability
3 Program/ACTAAP Arkansas Augmented Benchmark Examination

Edition/Publication
Year: 2008

Publisher: Harcourt Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	84	78	75	64	85
% Advanced	54	38	23	33	40
Number of students tested	60	55	52	55	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	81	67	74	51	76
% Advanced	42	32	21	21	26
Number of students tested	41	31	38	33	34
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Arkansas Augmented Benchmark Examination

Edition/Publication Year: 2008 Publisher: Harcourt Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	90	80	78	87	86
% Advanced	63	52	46	50	49
Number of students tested	56	65	52	54	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	3
Percent of students alternatively assessed	2	0	0	0	7
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82	79	69	81	82
% Advanced	50	51	45	36	39
Number of students tested	34	43	29	33	23
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: Arkansas Augmented Benchmark Examination
Edition/Publication Year: 2008 Publisher: Harcourt Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	80	68	73	83	78
% Advanced	46	28	31	37	37
Number of students tested	56	65	52	54	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	3
Percent of students alternatively assessed	2	0	0	0	7
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	68	65	81	69
% Advanced	32	28	17	33	26
Number of students tested	34	43	29	33	23
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Arkansas Augmented Benchmark Examination

Edition/Publication Year: 2008 Publisher: Harcourt Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	88	89	86	75
% Advanced	60	54	54	45	22
Number of students tested	58	50	65	44	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	1
Percent of students alternatively assessed	0	0	2	4	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	78	84	84	61
% Advanced	57	30	47	40	11
Number of students tested	37	27	43	25	36
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: Arkansas Augmented Benchmark Examination
Edition/Publication Year: 2008 Publisher: Harcourt Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	81	84	85	89	71
% Advanced	31	24	42	39	15
Number of students tested	58	50	65	44	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	1
Percent of students alternatively assessed	0	0	2	4	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	78	77	80	69
% Advanced	27	15	35	32	8
Number of students tested	37	27	43	25	36
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: Arkansas Augmented Benchmark Examination

Edition/Publication Year: 2008 Publisher: Harcourt Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	94	88	85	76
% Advanced	76	73	60	40	33
Number of students tested	49	65	50	63	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	2	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	91	81	76	71
% Advanced	67	66	55	35	39
Number of students tested	30	43	31	37	28
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 6 Test: Arkansas Augmented Benchmark Examination
Edition/Publication Year: 2008 Publisher: Harcourt Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	88	84	72	73	71
% Advanced	41	45	28	24	28
Number of students tested	49	65	50	63	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	2	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	87	79	58	65	71
% Advanced	30	36	19	16	25
Number of students tested	30	43	31	37	28
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: